

Fiosrachadh Pearsanta /Contact Information

Ainm Name

Andrew Hawke

Ceistean | Questions

1. Tha cumadh a' Phlana a' gabhail a-steach amas, cuspairean, prìomh raointean agus gealltanasan. A bheil beachd agaibh air cumadh a' Phlana agus air an àrd-amas againn?The structure for the Plan consists of an aim, priority areas and commitments. Do you have any comments on how we have structured the Plan and the overall aim we have selected?

I agree with the structure and the overall aim as stated.

2. Tha sinn dhen bheachd gu bheil e riatanach gum bi deagh ìomhaigh aig a' Ghàidhlig agus gum bi na raointean shuas a' cur gu mòr ri sin. A bheil beachdan agaibh fhèin air na raointean a thagh sinn no càil eile co-cheangailte ris a' chuspair seo?We believe that the promotion of a positive image for Gaelic is essential and we think that the areas above are the key areas that can make a contribution to this. Do you have any comments on the areas we have selected or alternative suggestions?

I agree with the suggestions. I think it could also be useful to stress how widespread the use of Gaelic once was in order to counter the misconception that the language is not part of the heritage of much of Scotland.

3. Tha sinn dhen bheachd gu bheil foghlam agus ionnsachadh na Gàidhlig aig cridhe a' Phlana seo. Tha sinn air liosta a dhèanamh de na prìomh raointean airson leasachadh san àm ri teachd. A bheil beachdan agaibh air seo, agus air na prìomh raointean a thagh sinn airson ionnsachadh na Gàidhlig?We believe education and Gaelic learning are central to this Plan. We have also listed the priority areas that we believe should be a focus for ongoing activity. Do you have any comments on this emphasis and on the priority areas selected for learning Gaelic?

I agree with the suggestions. It is also important to support the infrastructure of the language, which includes lexicography (both historical, like Faclair na Gàidhlig, and contemporary), textual research (including corpus creation – such as DASG) and research into the historical language, dialects, etc., as this work underpins the understanding of the language and its subsequent development. The development of the infrastructure will be a long-term, ongoing process. For example, in Wales, the University of Wales Welsh Dictionary Geiriadur Prifysgol Cymru is being revised continuously in the light of new research and new words entering the language, feeding into other more popular dictionaries and the education system generally.

4. Tha sinn dhen bheachd gu bheil na raointean a chaidh a thaghadh cudromach airson cleachdadh na Gàidhlig a bhrosnachadh. A bheil beachdan agaibh air mar a dh'fhaodamaid piseach a thoirt air ìre cleachdaidh na Gàidhlig?We believe the areas selected are important for promoting the increased use of Gaelic. Do you have any comments or suggestions you would like to make in relation to promoting the increased use of Gaelic?

It is important that Gaelic is seen as a modern language, capable of expressing ideas in all areas and being used in all contexts, not purely as a 'heritage language', but the unique nature of the language should not be lost in the process. Sensitivity to the rich expressiveness of Gaelic should inform the creation of new terminology and vocabulary. The use of Gaelic in pop music and by sportsmen and sportswomen would do much to raise the status of the language for young people, as has happened in Wales.

5. Ann an ceistean 2, 3 is 4, chaidh iarraidh oirbh ur beachdan a thoirt air na prìomh raointean a chaidh a chomharrachadh. Anns a' cheist seo, bu mhath leinn ur beachdan fhaighinn air na prìomh ghealltanasan a chomharraich sin agus air gealltanasan a bharrachd a bu chòir a bhith ann gus an dèanar adhartas ann a bhith a' leasachadh na th' ann de dhaoine a tha a' labhairt, cleachdadh is ionnsachadh na Gàidhlig ann an Alba agus ann a bhith a' leudachadh nan suidheachaidhean anns am bi i air a cur gu feum?In questions 2, 3 and 4, you were asked about your views on the priority areas identified. In this question, we would like to hear any views or suggestions you may have on the key commitments we have identified and views on any key commitments you think should be included in order to make progress with the aim of increasing the number of people speaking, using and learning Gaelic in Scotland and the number of situations in which it is used?

Experience in Wales has shown that whilst a large number of children can be taught the language at school, it is extremely difficult to persuade them to use the language outside the school environment, and after they leave the education system. In Wales, youth movements such as Urdd Gobaith Cymru and the Young Farmers' clubs in rural areas have been very effective in increasing young people's confidence in using the language outside the school environment. Government can assist by positively discriminating in appointing Gaelic speakers in the main Gaelic-

speaking areas (even in non-public-facing roles) to encourage the use of the language in the workplace. Gaelic can then also be perceived to be of value in the labour market. Encouraging parents to learn Gaelic alongside their children can also engage them and encourage them to use the language with their children (especially where one parent already speaks the language).

6. Tha na ceistean co-chomhairleachaidh a nochd na bu tràithe air a bhith rudeigin mionaideach. Ma tha sibh airson puingean eile a thogail, agus mura robh cothrom agaibh sin a dhèanamh thuige seo, nach sgriobh sibh iad gu h-ìosal. The earlier consultation questions have been fairly specific. If there are any other points you would like to make and feel you have not had the opportunity to do so, please write them below.

It is natural for Gaelic to benefit from sharing experience with other lesser used languages, as the Plan suggests in several places, and that Irish experience is particularly relevant. I believe that there is considerable scope for co-operation with the various language bodies in Wales, where there is a lot of experience that is relevant to Gaelic, such as education at all levels (from nursery to higher education as well as adult/continuing education), promoting culture and literature, promoting standards (such as spelling conventions), the office of the Language Commissioner and the 'language standards' for public bodies and corporations, and the Welsh Government is currently drafting its own language strategy (including the ambitious aim of one million speakers by 2050). In many ways, the experience of Welsh is probably more relevant than that of Irish to Gaelic with Wales and Scotland being part of the UK, with much the same administrative and legal/constitutional arrangements - and similar challenges, both economically and socially.